

## PERKINS, RANDY

### LESSON OBJECTIVE(S):

- Students will develop a pictorial chronology of George Washington's life and his development as a "hero."

### MATERIALS:

1. Emanuel Leutze, *Washington Crossing the Delaware*, 1851 (4A)

### PROCEDURES:

#### *OPENING (10 minutes):*

1. When students enter the room, they will have ten minutes to respond to the following prompt in their journal:
  - a. "You are a newspaper writer in Mount Vernon, Virginia. It is December 14, 1799. George Washington has just died, and you have been assigned the job of writing his obituary. Your editor has instructed you that you have two paragraphs to summarize Washington's life and accomplishments. You are to focus solely on his contributions (successes and failures) to the United States (not his family life or childhood)."

#### *DISCUSSION (5 minutes):*

2. Spend five minutes discussing a few students' main points and gathering consensus on some of Washington's greatest struggles and contributions.

#### *PRINT INTRODUCTION AND EXAMINATION (10 minutes):*

3. Show the students the print, *Washington Crossing the Delaware*. Allow the students ten minutes in their working groups to discuss the print and answer the following questions in their journals:
  - a. List three things that stand out to you in this print and explain why they stand out to you.
  - b. List three adjectives you would use to describe George Washington in this print, and explain what in the print causes you to use those adjectives.
  - c. What do you think the artist is attempting to "say" about George Washington?
  - d. Do the coloring and/or brightness of the print have any effect on Washington's image? Explain.

#### *DISCUSSION (20 minutes):*

4. After time expires, have groups share their observations with the other groups.
5. Allow time for groups to question each other's observations and interpretations.

#### *HOMEWORK EXPLANATION (5 minutes):*

6. Explain that students will be creating a pictorial timeline of George Washington's evolution as a hero.
7. Review with the students George Washington's introduction into colonial affairs in the Seven Years War. For homework, students will create a drawing of George Washington at Fort Necessity.
8. Have the students discuss how their prints might differ from *Washington Crossing the Delaware*.
9. Engage in a short discussion of what elements a less glowing depiction of Washington might contain.

*EXIT (5 minutes):*

10. In their journals, students will identify three adjectives they plan to illustrate in their drawings of George Washington at Fort Necessity.

**Assessment:**

- Review journals to ensure students accurately described the events of Washington's life, and to ensure they grasped the basic concepts of interpreting the art.
- Ultimately, the chronology will be graded based on accuracy, detail, creativity and evidence of effort.